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In the preparation of his text, Dr. Tupper has incidentally used to advantage the beautiful transcript (neglected by all previous editors) of the Exeter Book made in 1831-2 by Robert Chambers, at a time when some words of the original MS. were more legible than now. With a wise conservatism, which our Teutonic brethren—especially Professor Moritz Trautman—might well imitate, he sticks to the manuscript, except where it is manifestly corrupt, not considering himself at liberty to emend whenever the readings of this manuscript fail to accord with some preconceived interpretation. Readers of the *Publications of the Modern Language Association* will be familiar with Professor Tupper's recent paper exposing the absurdity of these arbitrary methods, in which confident assumption is offered as a substitute for a moderate degree of acumen.

We cannot leave the present admirable work without adding our tribute to the interest of the Anglo-Saxon Riddles and expressing our gratitude to their author (wherever his spirit may now be) for having had the courage to turn his back on the whole host of saints, whose inhuman egotism was enough to have arrested the progress of Christianity indefinitely, and to sing, though in this humble form, of art, of storms, of birds, of the implements of war and of peace, of the ways of a man with a maid—in fine, of an astonishing variety of subjects which, standing close to the “primal sanities” of life, must ever be of interest to the untrammelled human mind. J. DOUGLAS BRUCE.

FROM THE BOOK OF LIFE. By Richard Burton. Boston: Little, Brown, & Company. 1909.

HYLAS AND OTHER POEMS. By Edwin Preston Dargan. Boston: Richard G. Badger.

Though alike in outward appearance, these two slender volumes of recent poetry have little in common. Each, to be sure, is from the pen of a college professor; each is chiefly lyrical; and in each we find the same careful workmanship resulting in perfection of form. Otherwise the two books furnish a striking contrast.

Professor Dargan here confines the exercise of his poetic

talents to a comparatively limited field; almost all the poems may be classified as lyrics of love, of nature, or of literary appreciation, the first group—much the largest—dealing especially with love's disappointments and despair. The treatment given this subject-matter is more often symbolic and mystical rather than direct and definite. Two characteristics especially distinguish the style: a melody that is rarely interrupted and a general sensuous appeal at once suggesting Swinburne. On the whole, the spirit of the poems is paganistic—and often pessimistic as well.

From the Book of Life, on the other hand, contains poems that are as varied in topic as the title of the volume would suggest: from the practical to the ideal, from childhood to old age, from the human to the divine—in every direction the range is wide. There is little here that is vague, indirect, nebulous; the reader has never to stop and ponder in order to determine what it is all about. The style is restrained and calm, polished rather than ornate, and intellectual rather than emotional. Almost always the poet has a helpful lesson to teach us or a note of hope and Christian courage to sound in our ears.

It were vain to attempt *ex cathedra* a comparative valuation of the two books. Unquestionably, each poet has wrought well after his own fashion, has produced work that is much above the general level of modern verse. What most strongly impresses the reader of both volumes is this present-day recurrence of a fundamental poetic difference between Poe and Longfellow, or between Swinburne and Tennyson. C. M. NEWMAN.

COWBOY SONGS AND OTHER FRONTIER BALLADS. Collected and edited by John A. Lomax. New York: Sturgis and Walton Company.

Those who read Professor Lomax's article in the January *Review* on "The Cowboy Songs of the Mexican Border" will welcome the opportunity to examine in this volume the complete poems and songs from which only extracts were there made. Besides a facsimile letter from Mr. Roosevelt to the author emphasizing the value of the collection to the student of